

Self-Study Report

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3. Master plan of the institution	
4. A Copy of the UGC 2(f) and 12(B) letter.	
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6. A copy of the latest recognition order issued by NCTE.	
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CD in Word format	

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Section B

Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution: **HASHMI GIRLS COLLEGE OF EDUCATION**
2. Website URL : **www.hashmitrust.com**
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Sant Kumar Mishra / Dr. Naushaba Parveen	05922- 260755	05922- 260755	Santkmishra1966@gmail.com
Vice-Principal	-	-	-
Self - appraisal Co-ordinator Dr. Sant Kumar Mishra	09458611068	05922- 260755	Santkmishra1966@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Sant Kumar Mishra /	-	09458611068

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Dr. Naushaba Parveen		
Vice-Principal	-	-
Self - appraisal Co-ordinator Dr. Sant Kumar Mishra	05922- 260755	09458611068

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

1.136

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
12	2006

8. University/Board to which the institution is affiliated:

M.J.P. Rohilkhand University Bareilly, U.P.

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

Month & Year

2f

MM	YYYY
03	2007

12B

MM	YYYY
11	2012

10. Type of Institution

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- a. By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. **Self-financed**
 - v. Any other (specify and indicate)
- b. By Gender
- i. Only for Men
 - ii. **Only for Women**
 - iii. Co-education
- c. By Nature
- i. University Dept.
 - ii. IASE
 - iii. Autonomous College
 - iv. **Affiliated College**
 - v. Constituent College
 - vi. Dept. of Education of Composite College
 - vii. CTE
 - viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
(i)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	UG/PG	Degree	1 Year	Hindi /English

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13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed.	F.N.R.C./NCTE/F-7/10249 & 29-12-2006	Permanent	100

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B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

a) Does the institution offer self-financed programme(s)?

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?1

1

b) Fee charged per programme

Rs.51250/ Student

2. Are there programmes with semester system

No

3. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	✓
-----	--	----	---

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

--

4. Number of methods/elective options (programme wise)

B.Ed.

14/6

5. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	NIL
--------	-----

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6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
-----	---	----	--

Number	One
--------	------------

7. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--

8. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes		No	√
-----	--	----	---

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes	√	No	
-----	---	----	--

Yes		No	√
-----	--	----	---

9. How long does it take for the institution to introduce a new programme within the existing system?

One Year

10. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√
-----	--	----	---

Number	NIL
--------	------------

11. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
-----	---	----	--

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Number	01, B.ED.
--------	------------------

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

13. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) **Common entrance test conducted by the University/Government**
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):

2011-12	21-07-2011
a) Date of start of the academic year	
b) Date of last admission	15-09-2011
c) Date of closing of the academic year	30-04-2012
d) Total teaching days	210
e) Total working days	231

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3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.		100	100	--	50	50	--	50	50

4. Are there any overseas students?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, how many?

NIL

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

Rs.7804.81

a) Unit cost excluding salary component

b) Unit cost including salary component

Rs. 49684.09

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	-- --	-- --	39.83%	0.66%

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes No

8. Does the institution develop its academic calendar?

Yes No

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9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	60	15	25

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 1 0

b) Minimum number of pre-practice teaching lessons given by each student 1 0

11. Practice Teaching at School

a) Number of schools identified for practice teaching 04

b) Total number of practice teaching days 4 0

c) Minimum number of practice teaching Lessons given by each student 4 0

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	10
------------------------------	-----------	--------------------------------------	-----------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	30	70

16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes		No	√
-----	--	----	---

Number	NIL
--------	------------

19. Does the institution offer computer science as a subject?

Yes	√	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

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Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	03	38	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
NIL	NIL	NIL	NIL
NIL	NIL	NIL	NIL
NIL	NIL	NIL	NIL
NIL	NIL	NIL	NIL

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

5. Does the institution provide financial support to research scholars?

Yes No

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6. Number of research degrees awarded during the last 5 years.

a. **Ph.D.**

b. **M.Phil.**

7. Does the institution support student research projects (UG & PG)?

Yes No

8. Details of the Publications by the faculty (**Last five years**)

Yes No Number

International journals		√	
National journals – referred papers/ Non referred papers	√		29
Academic articles in reputed magazines/news papers	√		6
Books	√		9
Any other (specify and indicate)		√	

9. Are there awards, recognition, patents etc received by the faculty?

Yes No

Number

10. Number of papers presented by the faculty and students (during last **five years**):

	Faculty	
Students		
National seminars	<input style="width: 40px; text-align: center;" type="text" value="57"/>	<input style="width: 40px; text-align: center;" type="text" value="8"/>
International seminars	<input style="width: 40px; text-align: center;" type="text" value="5"/>	<input style="width: 40px; text-align: center;" type="text" value="Nil"/>
Any other academic forum	<input style="width: 40px; text-align: center;" type="text" value="00"/>	<input style="width: 40px; text-align: center;" type="text" value="Nil"/>

11. What types of instructional materials have been developed by the institution?

(Mark '√' for yes and 'X' for No.)

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Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input checked="" type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes No

14. Are there any other outreach programmes provided by the institution?

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	√

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International level	√
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Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

1693.76 Sqm

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|--|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

20

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

There are no specific provisions, but all requirements are met as and When required.

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs. 53661

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6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs.32096

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/ financial year?

There are no specific provisions, but all requirements are met as and When required.

8. Has the institution developed computer-aided learning packages?

Yes

No

√

9. Total number of posts sanctioned

Open Reserved

Teaching

Non-teaching

	Open		Reserved	
	M	F	M	F
Teaching				
Non-teaching				

10. Total number of posts vacant

Open Reserved

Teaching

Non-teaching

	Open		Reserved	
	M	F	M	F
Teaching	NIL	NIL	NIL	NIL
Non-teaching	NIL	NIL	NIL	NIL

11. a. Number of regular and permanent teachers

Open Reserved(Gender-wise)

Lecturers

Readers

Professors

	Open		Reserved	
	M	F	M	F
Lecturers	7	1	NIL	NIL
Readers	NIL	NIL	NIL	NIL
Professors	NIL	NIL	NIL	NIL

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b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open Reserved

	M	F	M	F
Lecturers	NIL	NIL	NIL	NIL

	M	F	M	F
Readers	NIL	NIL	NIL	NIL

	M	F	M	F
Professors	NIL	NIL	NIL	NIL

c. Number of teachers from Same state

8
NIL

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:15

13. a. Non-teaching staff

M	F	M	F
5	4	--	--

Permanent

Temporary

M	F	M	F
--	--	--	--

b. Technical Assistants

Permanent

M	F	M	F
3	3	--	--

Temporary

M	F	M	F
--	--	--	--

14. Ratio of Teaching - non-teaching staff

1:2

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

Rs.20,55,528/- & 41.81%

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16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days **06 Hrs. (9.00 AM – 3.00PM)**

On holidays **OPEN IF REQUIRED**

During examinations **OPEN IF REQUIRED**

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

19. Total collection of the following in the library

a. Books	3852
- Textbooks	3517
- Reference books	335
b. Magazines	28
e. Journals subscribed	
- Indian journals	30
- Foreign journals	NIL
f. Peer reviewed journals	NIL
g. Back volumes of journals	NIL
h. E-information resources	
- Online journals/e-journals	01
- CDs/ DVDs	14
- Databases	NIL
- Video Cassettes	NIL
- Audio Cassettes	20

20. Mention the

Total carpet area of the Library (in sq. mts.) **185.80 Sq. Mts**

Seating capacity of the Reading room **40**

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21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes		No	✓
-----	--	----	---

24. Furnish information on the following

Average number of books issued/returned per day

20- 25

Maximum number of days books are permitted to be retained

by students

15 days

by faculty

Full Session

Maximum number of books permitted for issue

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for students

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for faculty

AS PER REQUIREMENT

Average number of users who visited/consulted per month

30

Ratio of library books (excluding textbooks and book bank

facility) to the number of students enrolled

1:3

25. What is the percentage of library budget in relation to total budget of the institution

There is no specific Budget for Library as and when Library advisory Committee recommended books for library. On the basis of recommendation of library advisory committee the management will purchase books for library.

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2010)		II (2011)		III (2012)	
	No.	Total cost (in Rs.)	N0.	Total cost (in Rs.)	N0.	Total cost (in Rs.)
Text books	437	47852	216	25964	52	6113
Other books (Reference)	24	1886	--	--	20	1724
Journals/ Periodicals	26	1495	35	1500	30	870
Any others (Magazine)	61	1664	71	2020	28	767
<i>(Additional rows/columns may be inserted as per requirement)</i>						

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Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2009-10	2010-11	2011-12
B.Ed.	NIL	01	01

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes		No	√
-----	--	----	---

If yes, how many students are under the care of a mentor/tutor?

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	B.Ed.		
	2009-10	2010-11	2011-12
Pass percentage	100%	100%	100%
Number of first classes	44	85	96
Number of distinctions	NIL	NIL	01
Exemplary performances (Gold Medal and university ranks)	NIL	NIL	NIL

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6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2009	2010	2011
NET	NA	NA	NA
SLET/SET	NA	NA	NA
Any other (specify and indicate)	NA	NA	NA

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2009-10	2010-11	2011-12
Merit Scholarship	NIL	NIL	NIL
Merit-cum-means scholarship	NIL	NIL	NIL
Fee concession	NIL	NIL	NIL
Loan facilities	NIL	NIL	NIL
Any other specify and indicate (Cash Fee help)	06	11	13

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
Non-teaching staff	Yes	✓	No	

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	X
Women	05

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11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes	✓	No	

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	✓
-----	--	----	---

15. Does the Institution obtain feedback from students on their

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	✓	--	--	✓	--
Inter-university	--	✓	--	--	✓	--
National	--	✓	--	--	✓	--
Any other (specify and indicate)	--	✓	--	--	✓	--

(Excluding college day celebration)

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17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	NIL	NIL
Regional	NIL	NIL
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2011

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2009-10	2010-11	2011-12
Higher studies	19	37	
Employment (Total)			
Teaching	17	31	
Non teaching	05	13	

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23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years.

1	2	3
---	---	---

24. Does the institution provide the following guidance and counseling services to students?

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Quarterly
Staff council	Every Month
IQAC/or any other similar body/committee	Quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	As and when required

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3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes		No	√
Medical assistance	Yes		No	√
Insurance	Yes		No	√
Other (C.P.F.)	Yes	√	No	

4. Number of career development programmes made available for non-teaching staff during the last three years

00

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Programme of the UGC/NCTE or any other recognized Organisation

NIL

- b. Number of teachers who were sponsored for professional development programmes by the institution

National

NIL

International

NIL

- c. Number of faculty development programmes organized by the Institution:

NIL

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution

1 NATIONAL SEMINAR

- e. Research development programmes attended by the faculty

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NIL

f. Invited/endowment lectures at the institution

02

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes		No	✓
-----	--	----	---

e. Any other (specify and indicate)

Yes		No	✓
-----	--	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

Usually faculty of the Institution are deputed for this purpose. As per the requirement of the system they devoted their precious time for this purpose.

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

NIL

Fees

Rs. 4817500

Donation

Rs. 18035

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Self-funded courses	NIL
Any other (Bank Interest)	Rs. 16831
By Prospectus	Rs. 25000

9. Expenditure statement (for last two years)

Total sanctioned Budget	2010-11	2011-12
% spent on the salary of faculty	28.81	41.81
% spent on the salary of non-teaching employees	37.15	43.37
% spent on books and journals	0.41	.15
% spent on developmental activities (expansion of building)	-- --	-- --
% spent on telephone, electricity and water	1.84	.71
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6.80	2.33
% spent on maintenance of equipment, teaching aids, contingency etc.	6.72	2.05
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.46	1.96
% spent on travel	1.56	0.40
Any other (specify and indicate)	13.25	7.22
Total expenditure incurred	100	100

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2009-10	NIL	Rs. 1650826
2010-11	NIL	Rs. 2985578
2011-12	NIL	Rs. 38264

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11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Finance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

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17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

b) for students

c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes No

2. Do students participate in the Quality Enhancement of the Institution?

Yes No

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3. What is the percentage of the following student categories in the institution?

	Category	2010-11		2011-12	
		Women	%	Women	%
a	SC	02	2%	9	9%
b	ST	-- --	-- --	-- --	-- --
c	OBC	37	37%	21	21%
d	Physically challenged	01	1%	2	2%
e	General Category	61	61%	70	70%
f	Rural	20	20%	31	31%
g	Urban	80	80%	69	69%
h	Any other (specify)	-- --	-- --	-- --	-- --

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	12.5%	01	6.7%
b	ST	-- --	-- --	-- --	-- --
c	OBC	05	62.5%	09	60%
d	Women	01	12.5%	07	47%
e	Physically challenged	-- --	-- --	-- --	-- --
f	General Category	02	25%	05	34%
g	Any other (specify)	-- --	-- --	-- --	-- --

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2010-11	2011-12	2010-11	2011-12
SC	02%	9%	02%	09%
ST	-- --	-- --	-- --	-- --
OBC	37%	21%	36%	21%
Physically	01%	02%	01%	02%

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challenged				
General Category	61%	70%	61%	70%
Rural	20%	31%	20%	31%
Urban	80%	69%	80%	69%
Any other (specify)	-- --	-- --	-- --	-- --

Part II : Evaluative Report

1. EXECUTIVE SUMMARY

The Self Study Report prepared by Hashmi Girls College of Education along with all 7 criteria set for NACC Accreditation. This self study report has been specially prepared by our Steering Committee for NAAC Accreditation. The inside of this report consist of Institutional Data featuring Profile of the College, Criterion wise inputs, mapping of academic activities and series of annexure. Our entire college team has involved itself in the preparation of this Self Study Report. The principal constituted the steering committee and sub-committees with the members of the teaching staff, selected non-teaching staff and some of students. This team effort resulted in the successful completion of the self study report for NAAC submission.

Steering Committee Members:

1. Dr.Naushaba Parveen(Principal) – Chairperson
2. Dr. Sant Kumar Mishra(H.O.D.) – Co-ordinator
3. Dr. Asif Ali- Teacher Member
4. Dr. Ankur Gupta- Teacher Member
5. Mrs. Geeta Devi- Teacher Member
6. Mr. Anurag Yadav- Teacher Member
7. Mr. Manoj Patel- Non- Teacher Member
8. Ms. Rashmi Sharma- Student Member
9. Ms. Anu Chauhan- Student Member

PROFILE OF THE COLLEGE

The College, under the aegis of Hashmi Human Resources Development Society, Amroha, started B.Ed. course in 2007. The college is offering programmes in Teacher Education (B. Ed.) under self finance scheme with intake of 100 students. The college is recognized permanently by the NCTE to run B.Ed. programme with 100 intake vide its letter number **F.N.R.C./NCTE/F-7/10249** dated **29-12-2006**. It is also permanently affiliated to Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh vide its letter no. **Sattar-2-2008-2(37)/2001 T.C.II** dated **20 October 2008**. The college is recognized under section **2(F)** of the UGC Act 1956, vide letter no- **F.8-247/2006(CPP-I) 21 March 2007** and this college is also recognized under section **12(B)** of the UGC Act 1956, vide letter no- **F.No.8-247/2006(CPP-I/C) 8th Nov. 2012**. Since 2006, when the College of Education was founded at the Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh, its **mission** has been to be a leader and a symbol of excellence in

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education, research and service on both the state and national level. The College aims to revolutionize learning and redefine the boundaries of knowledge by combining cutting-edge methodology with a commitment to teaching and a scientific approach. The college has a long history of academic excellence, its orientation to innovation demands that it respond rapidly to the challenges of a changing world. Good discipline dedication and devotion to work are the hallmarks of this College. It fulfills all the norms formulated by authorities like NCTE, UGC, Concern University and State Government.

The main objective of the College is to bring about the physical, mental, emotional and ethical integration of an individual in order to evolving a complete human being. A good reputation is maintained among students and the masses because of its result oriented design.

The mission statement characterizes the College by providing comprehensive value-based education aiming at developing a socially acceptable man.

The College contributes and takes initiative to developing a positive environment for teaching and learning, catering to their need fulfillment by conducting curricular, co-curricular and extra-curricular activities like-Rangoli Competition, Menhadi Competition, Poster Competition, and Debate Competition etc. Regular feedback from the students is usually taken through holding seminars, extempore thereby enhancing teacher's performances. Catering to the fullest development and exposition of the students and healthy interaction between teachers and the students, Scout and Guide camp of 5 days is organized, which is an integral part of the syllabus. Different activities like tent pitching, cooking along with the cultural programmes are organized in camp.

Quality improvement measures through regular evaluation and feedback from students help the teaching learning process to the benefit of the College, thereby enabling the students to achieve excellence in its objectives. Disciplined academic schedule and continuous evaluation is maintained through home assignments, class tests, internal examination, quizzes etc. In order to felicitate slow and advanced learners, extra classes are held from time to time to prepare weaker one's come up to the margin, where needed. The college follows the curriculum, programmes and activities prescribed by Mahatama Jyotiba Phoole Rohilkhand University, Bareilly, Uttar Pradesh. Theory and practice teaching is done as per the University norms. Academic Calendar is strictly followed in the College ensuring a tight teaching schedule and timely tests, assignments, competitions and various other co-curricular activities, helping in maintaining discipline in campus. The core courses together with Cultural and Literary activities, Games and Sports, Scouting and Guiding, Social Service, Extension Activities help in the inculcation of civic responsibilities among the students.

Value based education can only be successfully imparted if it can be brought into practice in all aspects of campus life. Open area for games and sports, well-equipped library, psychology lab, ICT Lab and Science laboratory

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are handled by qualified staff and used by the students. The staff is fully qualified and the College is considering the needs of students of every strata, which fosters a spirit of togetherness in staff and students. Students of SC/ST category get the scholarship under norms of State Government. Cash fee help is also given to economically weaker students by the college management. The Department has also developed a feedback mechanism. The feedback received orally from the old students as well as students of the current session. On the basis of feedback corrective steps and appropriate measures are taken. Faculty members provide guidance to the students for better adjustment and also in solving day to day problems. In the recreational facilities the college has the provision for indoor & outdoor games and different cultural activities.

Recruitment of students who reflect the increasingly diverse population of Amroha including those who belong to historically under represented groups with varied backgrounds- is a top priority. Bold new initiatives in the college reflect the conviction that, to be successful, teachers must learn to communicate knowledge effectively to students from all walks of life. Award-winning faculty members strive to prepare creative, intellectually well-equipped future teachers, administrators and other education-related professionals, as well as develop fresh, dynamic approaches to teaching and learning. The extensive body of knowledge cultivated in the College is continually shared and expanded as faculty and students reach out to fellow educational institutions, supporting and improving education around the country.

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Criterion I: Curricular Aspects

1.1 Curricular Design and Development:

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives of the Institution:

1. To produce sincere and dedicated teachers to teach at Secondary & higher secondary level.
2. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
3. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary level.
4. To motivate the students for solving their problems related to education with the help of research process.

Hashmi Girls College of Education strives to achieve these goals by:

- To make the students academically to competent teachers along with both teaching as well as knowledge skills.
- To develop proper training methods like as hard-work and discipline among student- teachers.
- To realize their full roles and responsibilities as a teacher inside as well as outside the class room.
- To transfer the students into good citizens with citizenship qualities like patriotism and tolerance.
- To train the students to give guidance and counseling to school students.
- To train the students to develop ICT learning materials at Secondary & higher secondary levels.
- To create awareness about the contribution of natural resources and to face danger ecology.
- To build leadership qualities and organizing skills of future teachers by making them along with extracurricular and co-curricular activities.
- To facilitate the students for the expression of their creativity.
- To encourage the students to make wealth from waste and to prepare effective teaching aids.
- Developing the leadership and personality of the pupil- teachers.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)?

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- The academic schedule of the college is connected along with the institutions goal and their objectives.
- We approach the academic body of university for further modification and innovation.
- The institution is a women College and it is affiliated to Mahatama Jyotiba Phoole Rohilkhand University, Bareilly, Uttar Pradesh, The syllabus can take from time to time by the board of studies.
- Based on the needs of the student and society, the curriculum is developed by NCTE/ University.
- The feedback is obtained from the alumni, students and faculty members. The new teaching methods may be included depends on the feedback.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

- The faculty members of institutions are encouraged to attend the various Training Programs, Paper Presentation, Seminars, International/National Conferences and Workshop to know and develop their knowledge on the activities.
- Basic human approach in teaching, education methods, media presentation and computer aided learning; electives like environmental education were followed.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum syllabus contains of elective papers which consist about the national issues and challenges

Environment:

Environment education is one of the elective papers; it deals with the national issues like pollution control and waste management etc. This paper consist the methods of imparting environmental education at various levels of education like primary, secondary, higher secondary schools and colleges.

Value education:

This is also elective paper deals with the core knowledge of human life and activities. The professional ethics and the values to be followed in all walks of life.

ICT:

It is the abbreviation of Information and Computer Technology. It provide as an elective paper in the B.Ed., syllabus, which includes various modern teaching aids.

5. Does the institution make use of ICT for curricular planning? If yes give details.

Yes. For example, the projector, OHP, internet facility provide in our institution is helpful to look into the designs of different curriculum, in aspects of teacher education.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Micro-teaching method playing a vital role in providing knowledge and practice in the important skills like introduction of a lesson, explanation, stimulus variation, use of black-board, probing questions and skill of demonstration.

Micro-teaching method should be able to following objectives:

- Have an understanding of microteaching as a skill oriented to integrate theory and practice for reflective teaching.
- Establish the value of micro teaching in reflective teaching.
- Identify how feedback is crucial in reflective teaching.

Concept of Micro-teaching:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee

1. To teach a single concept of content
2. Using a specified teaching skill
3. For a short time
4. To a very small member of pupils

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

A rigid calendar is not followed in the operational curriculum. Local schools are provided for practice teaching. The time of teaching practice is fixed training is provided to the trainees depends on the availability of the schools. Depending on the availability of resource persons the training schedule is changed. Depending on the availability of pupils from school and resource persons for demonstration class changes are made in the time-table.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

Training is given to B.Ed. students in the following aspects.

- ❖ Teaching Skills.
- ❖ Communication skills
- ❖ Personality Development
- ❖ Leadership Quality
- ❖ SUPW
- ❖ Handwriting

❖ ICT

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Interdisciplinary/Multidisciplinary

B.Ed. Syllabus is associated by the affiliated Mahatama Jyotiba Phoolke Rohilkhand University, Bareilly, Uttar Pradesh. It consists of **seven** papers, which is divided by **four core** papers (Compulsory), **one optional** papers and **two Elective** paper.

The four core papers are common to all. One optional paper can be taken among five subjects- Value teaching, Environmental education, Computer education, Physical education or Elementary education. The subjects studied in UG/ PG will be the two Elective Papers.

ii. Multi-skill development

The objective of the B.Ed., syllabus is to prepare a fully fledged teacher to meet the demands of the changing society. Hence our curriculum contains of multi skills, in which our trainees are given maximum exposure and training. For Students, Co-curricular activities offered for multi-skill development.

iii. Inclusive education

There are physically challenged and visually challenged students are selected for B.Ed.courses. They are provided with the same syllabus as like normal students. They go to schools for teaching practice. They are encouraged to participate in co-curricular activities with eagerly.

iv. Practice teaching

It consists of about 40 days for practice teaching. It is necessary to complete B.Ed., course. No one is given exemption from the practice teaching. Those who are complete teaching practice will only be considered for the award of B.Ed. degree. Hence necessary measures have been taken up to ensure the systematic practice.

v. School experience / internship:

Teaching experience is used to form the core of B.Ed. curriculum. The trainees not only handle the regular teaching classes but also handle other activities held in the school and free coaching classes during teaching practice. They are taking 40 lessons for teaching practice schools.

vi. Work experience /SUPW

SUPW/Work experience is the one of the important aspects in B.Ed. Student themselves form a group and train each other in regular of fine decorations.

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1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

- ❖ The feedbacks are received from the student, practice teaching schools, faculty staff members through oral questionnaires format.
- ❖ They analyzed the received feedbacks and taken the corrective actions if any wrong feedbacks.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The received feedbacks are analyzed for the corrective actions and the outcomes and the responsibility of the implementing the corrective action is given to a particular faculty, which will be monitored along with the Internal Quality Assurance Cell.

3. What are the contributions of the institution to curriculum development? (Member of BOS/sending timely suggestions, feedback, etc.)

- ❖ The Academic Committee decides the responsibilities of their Academic Plan.
- ❖ After received feedback, reports are submitted with respect to the Academic Activities and various corrective actions are implemented.
- ❖ The received suggestions and feedbacks **if any** from the faculties/students convey to affiliated university for future curriculum development process.

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Our curriculum activity is associated by NCTE and regularly updated by Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh., which we follow as per norms.

2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

Need assessment:

The assessment strategies maintained by the institution for curriculum revision and update for future requirements.

Student input:

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The student input is nothing but the suggestions and feedback collected by students and make necessary actions.

Feedback from practice teaching schools:

The feedback by teaching school is giving the performance of Students by head of the school for their effective teaching and observing.

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

- ❖ Trainees have to prepare projects on the problems related to their personal issues like institution and class room.
- ❖ Trainees are given training in power point presentation and audio-visual equipments like OHP, LCD, Projector and other electronic equipments.

2. What innovations/best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

- ❖ The institution has planned to give training and practice in e-mail creation, practice in browsing internet, save file, trasfor of data and in Excel.
- ❖ In this regard, computer training is given to them in a group of 3 or 4 trainees along with their course. After training, students are assessed and evaluated.

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

- ❖ The criteria for admission is commonly based on merit of students (common entrance test) as per the decision of the the Government of Uttar Pradesh and university.
- ❖ The advertisements are produced for admission to B.Ed. course as per the eligibility norms set by the Government of Uttar Pradesh and university.
- ❖ The institution strictly follows the rules laid down by both the Mahatama Jyotiba Phoolke Rohilkhand University and the Government of Uttar Pradesh to ensure the transparency of the admission procedure.
- ❖ The Enquiries received from the students are recorded and eligible students are invited to counselling for admission.

2. How are the program advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

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- ❖ The program advertised by newspaper along with relevant details such as entry qualifications, duration of study, department, location of institution etc.
- ❖ A prospectus indicating detailed admission process and eligibility criteria is given to the prospective students with the application form.
- ❖ All the information about the institution are advertised through website also.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The institution strictly follow the guidelines and norms given by the N.C.T.E., Uttar Pradesh Government and concern University regarding admission procedure both in the counselling quota and management quota as the institution is a minority college.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

- ❖ Based on communities like OBC, SC/ST
- ❖ Physically and visually challenged candidates
- ❖ The reservations candidates (SC/ST) are being followed as per the government norms for the above mentioned categories to retain the diverse population of the candidates.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programs? If yes give details on the same.

- ❖ At present, there is no common program to assess a student knowledge/needs and skills before the commencement of teaching programs.
- ❖ We can arrange the above mentioned skills after the commencement of classes.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Teachers are accessible to the selected students. Whenever they have doubts they can approach the teachers for clarification of their doubts. So, we can get democratic atmosphere in the institution. Tutorial system is being followed and teachers take care of their wards. Their professional and personal development are taken care by the tutors. Hostel facilities, good food, make ventilating atmosphere are provided by the institution to the students. Rest room is available. Canteen, clean and safe drinking water facility and hygienic surroundings are available.

- ❖ We have made enough lab facilities for the student's knowledge development.

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- ❖ We have constant plans for develop the institutions, infrastructure and our facilities to make the environment conducive to learning and development of the students.
- ❖ We are providing spacious classroom with necessary ventilation, lab, playground, multipurpose room, seminars hall.
- ❖ Rest rooms and canteen are separately available.

2. How does the institution cater to the diverse learning needs of the students?

- ❖ Special provisions have been made for the physically challenged students, if admitted, for making them the learning, very effective and comfort.
- ❖ Computer literacy, SUPW, handwriting classes, personality development program, leadership quality program, Repeat practical classes in laboratory are also arranged to cater the needs of the students.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The trainees meet learners with mixed abilities like low achievers, high achievers during teaching practice session.

The activities also include following categories:

- ❖ Various action research programs,
- ❖ Celebrations of national festivals,
- ❖ During teaching session, Practical sessions in approaching various sections society,
- ❖ Conducting sports and games,
- ❖ Conducting debate, speech, morning assembly and other programmes.
- ❖ Cultural activities and competitions,
- ❖ Organizing extra-curricular activity programs.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- ❖ Observing the activities of the teacher educators in academic as well as extracurricular activities.
- ❖ Obtaining performance appraisal report of the teacher educators and imparting necessary training programs etc.
- ❖ Teacher educators receiving their knowledge through participating in seminars, paper presentation, conference and workshop conducted by other institutions.
- ❖ It is ensure the knowledge of the teacher educators cater to diverse student needs.

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5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

- ❖ Counseling is given to identify the psychology factors that influence learning process.
- ❖ Micro teaching, practice teaching sessions to develop knowledge and communication skills.
- ❖ Case study record is maintained by the student trainees to record the details of particular student.
- ❖ Students are requested to participate in various seminar, paper presentation, conference, workshop conducted by other colleges. In this way, students can develop their knowledge according to technically.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, roleplaying, internships, practicum, etc.)

Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. Active learning involves students in doing things and thinking about what they are doing. Individual projects on problems related to classroom are given to the trainees. Project and action research are given to students. Simulation technique is used during micro-teaching. Team-teaching; Group-discussion and co-operative learning are done for active learning. Computer assisted learning has been introduced. Facilities such as LCD projector, OHP, Computer and Internet are being used for teaching and learning. The establishment of language laboratory has helped the students to keep pace with modern technology in learning process.

2. How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is made student-centered through Assignments and Seminars given for students to prepare the topics on their own. The list of the participatory learning activities adopted by the institution are as follows,

- ❖ Presenting seminar papers.
- ❖ Preparing assignments.
- ❖ Action research.
- ❖ Preparing computer instruction packages.
- ❖ Co-operative learning.

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The skills development by the students by the active participation of students in fieldtrips and discussions.

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

- ❖ Teaching Learning Material are prepared for effective teaching.
- ❖ Using OHP projector
- ❖ Technology is used to enhance learning
- ❖ Class room seminars/ workshops
- ❖ Using power point presentation
- ❖ Action researches

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The trainees get more theoretical knowledge about the models of teaching that can be used in the classroom effectively in the core papers and in the optional papers.

5. Does the student teacher use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro-teaching technique for developing teaching skills in B.Ed., training.

The following micro-teaching skills are practiced by the trainees.

- ❖ Skill of introduction
- ❖ Skill of Questioning.
- ❖ Skill of using black board
- ❖ Skill of demonstration
- ❖ Skill of giving home work.
- ❖ Skill of stimulus variation
- ❖ Skill of problem solving technique

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Lessons given per day: Maximum of 4 lessons per day

Lessons observed by Teacher educators: 5 in each option

Lessons observed by peers: 4 in each option

Lessons observed by school teachers: all lessons

Feedback mechanism: Teacher educators and the school teachers Observe the trainees and the assessment is Indicated in a profile sheet. Students are given feedback individually both by the school teachers and teacher educators.

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Monitoring: The lesson plan is corrected by teacher Educators. They see to it that all the features of learning experiences, Evaluation and teaching aids support the fulfillment of objectives.

7. Describe the process of Block teaching / Internship of students in vogue.

Practice teaching is considered as internship in the B.Ed. course. After getting permission from practicing schools authorities students are allotted to different schools in Amroha for approximately 40 days.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

- ❖ The trainees are sent to the respective schools to get the syllabus with the consultation of guide teacher before practice teaching session.
- ❖ The teacher educators guide the trainees in preparing lesson plans and teaching learning material and give corrections for the same.
- ❖ The school teachers and teacher educators give suggestions and feedback to improve the methods and techniques of teaching for respective candidates.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

- ❖ The various case studies are discussed before the commencement of practice teaching. Counseling is given to cater to the special needs of the children.
- ❖ This management helps the teacher-trainees to identify and solve the problems of trainees with different learning needs.
- ❖ Schools identify educationally backward children. They are entrusted to the care of the teacher-trainees for intensive coaching in the subjects.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

We stress that learning could be effective only with the help of teaching aids. No lessons should be taught without teaching aid. Teacher educators help the trainees in preparing the teaching aids.

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

The mentor (coacher) teachers help teacher-trainees to check lesson plans. The school teachers give suggestions or feedback to improve the methods and techniques of teaching during practice teaching.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

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- ❖ The ratio of student teachers to identified practice teaching schools is approximately 1:20.
- ❖ The decisions have been taken based on as per the directions given by the manager of the college. The schools are allotted for the trainees.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

An observation schedule is attached with every lesson plan. The observations by the guide teacher are given immediately. Oral instructions are also given by the school teacher and teacher educator. During the subsequent visits, teacher-educators monitor the improvement of the student-teachers.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

- ❖ An introductory talk about various schools in which students are going for teaching practice is given. Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework.
- ❖ Proper intimation is given to the head of the schools regarding the particulars of the trainees, and then the trainees are sent to the school to get syllabus for their practice teaching in consultation with mentor and head of the school.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- ❖ Faculties attend conference, paper presentation, workshop, seminars to update themselves. Faculty in turn informs the students about the innovations in the respective subjects of the trainees.
- ❖ Students and faculties are advised to make a discussion with the school teacher about the recent development in the school subjects.
- ❖ On innovative teaching methodologies the faculties are facilitated to use internet/ seminars/ workshops/ magazines etc. and help the students in preparing lesson plan and T.L.M.

6. What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc)?

The faculty is encouraged to participate in state level and national level seminars, conferences and workshops. They are also encouraged to contribute articles to the journals. The institutions also organize seminar at national level.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Self-Study Report

The head of the institution as a democratic leader appreciates the achievements of the staff in the open meeting and in the council meetings. The management appreciates the teaching faculties with a certificate of achievement and a memento.

2.5 Evaluation Process and Reforms

1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The barriers to student learning are identified through discussion with students and their performance in class test, the barriers are orally communicated and addressed to all concerned students. All barriers are sorted out by the teacher educators.

2. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

		Internal assessment	External assessment
In theory	4Compulsory+1Optional	10%	90%
	2 Methods	--	100%
In Practical	Teaching skills+Internal assessment+viva-voce	33%	66%

- ❖ Unit test/seasonal tests
- ❖ Assignments
- ❖ Attendance
- ❖ Seminars
- ❖ Sessional work

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

- ❖ The test papers and assignments are evaluated and feedback is given as soon as the tests are over.
- ❖ During the seminars the trainees are given the immediate feedback.
- ❖ In this way, we can get the performance of the students and improved if any wrong feedback.

4. How ICT is used in assessment and evaluation processes?

ICT is not used in assessment and evaluation procedures. Moreover, it is used for analysis purpose.

Self-Study Report

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

- ❖ The faculty members prepare learning materials using PowerPoint and present in the class.
- ❖ LCD is used for teaching. CD's are available in the classroom.
- ❖ Trainees are provoked to open their E-mail ID account and can ask online problems with the educators.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- ❖ Using OHP, LCD and power point enhances learning output.
- ❖ Preparing PLM packages and seminars using Power point slides.
- ❖ This motivations the students to be creative anything.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

We encouraged our teachers to take up research in education by providing following support:

- ❖ By giving duty leave.
- ❖ Intellectual support
- ❖ All the educators engaged in research are invited to share their views before students and other faculties. They are also prased by the management.
- ❖ Training support, etc.

2. What are the thrust areas of research prioritized by the institution?

We prioritized our thrust areas of research in these following fields,

- ❖ Value Education
- ❖ Students Achievements
- ❖ Computer assisted learning
- ❖ Moral education
- ❖ Educational administration
- ❖ Psychology aspects
- ❖ Health and physical education

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes. We encourage action research to our students.

Self-Study Report

5. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Dr. Sant Kumar Mishra				
Attended National Seminars				
S.No	Organizer	Date	Place	Title of Presented Research Paper
1	National Seminar	13 Jan. 2007	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Vedic Shiksha Paddati Avam Guru Shishya Sambandhon Ki Sarvbhaumikata
2	National Seminar	13-14 Jan. 2007	Raza Govt. College, Rampur	Uchcha Shiksha Mein Moolyankan Paddhati
3	National Seminar- U.G.C. Sponsored	17-18 Feb. 2007	Gulab Singh Hindu P.G. College, Chandpur, Bijnor, U.P.	Ekisavi Shadi Mein Bharat Mein Adhyapak Shiksha
4	National Seminar	29-30 April 2007	Sir Shadilal College Of Education, Meerut	Adhyapakon Ki Vrittik Pratibaddhata Hras Ke Karan Va Nivaran
5	National Seminar	24 Aug. 2007	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Shulva Shootron Mein Yagya Vedyon Ka Swaroop Avam Mahattva
6	National Seminar	13 Jan. 2008	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Vishva Paryavaran Vikriti Ke Pramukh Karan
7	National Seminar	11-12 Feb.2008	J.S.Hindu College, Amroha	Paryavaran Sanrakshan Prabandhan Avam Neetiyan
8	National Seminar	1-3 March 2008	Hindu College, Moradabad	Vartman Paridrashya Mein Paryavaran Shiksha Ki Mahatta
9	44 th A.I.O.C.	28-30 July 2008	Kurukshetra University Kurukshetra	Jain Dharm Ke Panchmahavrat Paryavaran Sanrakshan Ke Mooladhar
10	National Seminar	12 Aug.2008	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Oorja Sankat Ka Vikalp Manveey Oorja
11	National Seminar- U.G.C. Sponsored	27-28 Sep. 2008	R.B.D. Mahila Mahavidyalaya Bijnor, U.P.	Bharat Mein Dalit Shiksha
12	National Seminar- U.G.C. Sponsored	27-28 March. 2009	S.S.V. College, Hapur, Gzb.	Panchayatiraj Vyavstha Avam Prathamik Shiksha
13	National Seminar	13 Jan. 2010	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Rigved Mein Agni Ka Swaroop
14	National Seminar	6 Feb. 2010	J.S.Hindu College, Amroha	Mahila Shiksha- Bhartiya Sandarbha Mein
15	National Seminar- U.G.C. Sponsored	13-14 Nov. 2010	N.M.S.D.P.G.College, Budayun	Aadhunik Shikshak Shiksha Mein Paryavaran Shiksha
16	National Seminar	13 Jan. 2011	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut	Vedic Vangmay Mein Prajapati
17	National Seminar- U.G.C. Sponsored	5-6 Feb. 2011	Akarpur P.G. College, Ramabainagar, U.P.	Aatankvad Ki Samapti Mein Shiksha Ki Bhoomika
18	National Seminar	18-19 Feb.2011	J.S.Hindu College, Amroha	Gurukul Shiksha Pranali Ki Prashangikata

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19	National Seminar- U.G.C. Sponsored	27-28 Nov. 2011	M.G.M. P.G. College, Sambhal	Aarakshan Ki Aytihasi Prishthabhoomi
20	National Seminar	13 Jan. 2012	Swami Samarpananand Vedic Shodh Sansthan, Bholajhal Meerut	Shatapathbrahman Mein Gyan Ka Swaroop Avam Mahattva
21	National Seminar	22 Jan. 2012	Hashmi Girls P.G. College Amroha	Bhrashtachar Ki Samasya Ka Vedic Samadhan
22	National Seminar- U.G.C. Sponsored	2-3 Feb. 2012	Ishmael National P.G. College Meerut	Badalate Bhartiya Samaj Mein Moolya Shiksha Ki Aavshyakata
23	National Seminar	14-15 Feb. 2012	Sri Ram College Of Edu. Gajraula Amroha	Sanskrit Shikshan Mein Soochana Avam Sanchar Praudhaugiki Ki Bhoomika
24	National Seminar- U.G.C. Sponsored	25-26 Feb. 2012	Gokuldas Hindu Girls P.G. College, Moradabad	Paryavaran Sanrakshan Ka Dayitva
25	National Seminar- U.G.C. Sponsored	27-28 Feb. 2012	Dayanand Arya Kanya P.G. College Moradabad	Balak Avam Manvadhikar

Workshops Attended by Dr. Sant Kumar Mishra

1	H.R.D. Ministry Sponsored	20-22 June 2006	Subharti Institute Of Eng. & Tech. Meerut	Hindi Mein Tachniki Lekhan
2	H.R.D. Ministry Sponsored	16-20 April 2007	C.C.S. University Meerut	Aadhunik Shastra Karyashala
3	Training cum awareness Workshop sponsoursed By NAAC	15 Dec. 2011	U.P. State Higher Education Council, Lucknow, U.P.	Assessment & Accreditation-way forward
4	Training cum awareness Workshop sponsoursed By NAAC	12 Oct. 2012	U.P. State Higher Education Council, Lucknow, U.P.	NAAC: For Enhancement & Sustenance of Quality in Higher Education

International Seminars Attended by Dr. Sant Kumar Mishra

1	International Ved-Vedang Vidvat Sammelan	9-11 Feb. 2007	Gurukul Kangari Vishvavidhyalaya Haridwar, Uttaranchal	Vedon Mein Samajik Chintan
2	Vishva Ved Sammelana	20-22 Nov. 2009	Gurukul Kangari Vishvavidhyalaya Haridwar, Uttaranchal	Yajurved Mein Paryavaran Chintan
3	International Conference	19-21 Dec. 2010	Allahabad University Allahabad	Jyotirganit Ki Maulikata

National Seminars Attended by Dr. Ankur Gupta

1	National Seminar	13-14.01.2007	Govt. Raza College, Rampur	Access and Equity vs Quality and relevance in Higher Edu.
2	National Seminar	17-18.02.2007	Gulab Singh Hindu College chandpur Bijnor	Vartman Vaishvik Sandarbh mein Bharat
3	National Seminar	13.01.2008	Swami Samarpananand Vedic Shodh Sansthan, Bholajhal Meerut	Jal Pradooshan avam vedic samadhan
4	National Seminar	27-28.09.2008	R.B.D. Girls College Bijnor	Family A Stepping Stone in Halistic Development
5	National Seminar	10-11.02.2008	J. S. Hindu college Amroha	Paryavaran Krishi Avam Nirdhanata
6	National Seminar	1-3.03.2008	Hindu College Moradabad	Environmental Edu. Need & Importance in Present Era
7	National Seminar	28-29.03.2010	Govt. Raza College, Rampur	Innovations in Higher Education
8	National Seminar	18-19.03.2011	Govt. Raza College, Rampur	Higher Edu. In India: Present Scenario & Future Prospects

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9	National Seminar	27-28.11.2011	M.G.M. College, Sambhal	Pichhade Varga Ke Utthan Mein Aarakshan Ki Bhoomika
10	National Seminar	22.01.2012	Hashmi Girls College Amroha	Bhrashtachar Ki Samasya Karan Avam Nivaran
11	National Seminar	14-15.02.2012	Srj Ram College of Education Gajraula	Information Communication, Tech. in Modern Era
12	National Seminar	25-26.02.2012	G.D.H.G.College Moradabad	Environment and Social Issues
13	National Seminar	27-28.02.2012	D.A.K.College Moradabad	Human Rights
14	National Seminar	24-25.03.2012	Bareilly College Bareilly	Reinventing Teacher Edu. Concept& Challenges
15	National Seminar	9-11.06.2012	N.A.G.Collge Amroha	Emerging Issues& Challenges In Education
16	Workshop	23-24.02.2007	Faculty of Edu. & Applied Sci. M.J.P.R.Univ. Bareilly	Research Methodology
17	Workshop	30-31.7.2011	IGNOU Regional Centre Aligarh	Orientation Programme for part time functionaries

National Seminars Attended by Dr. Asif Ali

1	National Seminar	18-19.02.2011	J. S. Hindu college Amroha	Globalization and Education
2	National Seminar	22.01.2012	Hashmi Girls College Amroha	Problem of Corruption Reasons and solutions
3	National Seminar	6-7.02.2012	J. S. Hindu college Amroha	Aupaniveshik tatha Aupniveshikottar Bharat mein Naari
4	National Seminar	25-26.02.2012	G.D.H.G.College Moradabad	Environment and Social Issues

National Seminars Attended by Mrs. Geeta Devi

1	National Seminar	08-09.09.2011	Govt. Raza College, Rampur	Higher Edu. In India: Present Scenario & Future Prospects
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National Seminars Attended by Mr. Yogendra Kumar

1	National Seminar	6-7.07.2010	J. S. Hindu college Amroha	Bharat Mein Stri Shiksha
2	National Seminar	10-11.02.2011	K.G.K.College, Moradabad	Dalit Varg Ke Utthan Mein Dr. Bheemrao Ambedakar Ka Yogdan
3	National Seminar	5-6.03.2011	K.G.K.College, Moradabad	Rashtriy Akikaran Anikata mein Aikata Nehru Ki Neeti
4	National Seminar	14-15.03.2011	Bundelkhand University, Jhansi	Bharat Mein Naari Ki Isthiti avam Shiksha
5	National Seminar	22.01.2012	Hashmi Girls College Amroha	Shiksha Mein Bhrashtachar
6	National Seminar	14-15.02.2012	Srj Ram College of Education Gajraula	Shiksha Mein I.C.T.
7	National Seminar	25-26.02.2012	G.D.H.G.College Moradabad	Paryavaran Shiksha Ki Mahatta

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National Seminars Attended by Mr. Anurag Yadav				
1	National Seminar	29.11.2009	Sri Balaji Academy Moradabad	Prathmik Vidyalayon mein Adhdhyaynrat vidhyarthiyon mein Apavyay va Avrodhan Ki Samasyayen
2	National Seminar	18-19 Feb.2011	J.S.Hindu College, Amroha	Vaishikaran avam Shiksha
3	National Seminar	22.01.2012	Hashmi Girls College Amroha	Shiksha Mein Bhrashtachar
4	National Seminar	12.02.2012	J.S.Hindu College, Amroha	Police avam Manavadhikar
5	National Seminar	25- 26.02.2012	G.D.H.G.College Moradabad	Paryavaran Pradooshan avam Swasthya

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

The following categories are instructional and other materials developed including teaching aids and used by the institution for enhancing the quality of teaching:

- ❖ Instructional materials and lesson plans have been developed for various subjects.
- ❖ OHP, LCD and projector are being used to increase ability of students.
- ❖ Teaching-learning materials are used.

2. Give details on facilities available with the institution for developing instructional materials?

The following facilities available with the institution for developing instructional materials:

- ❖ The institution has well equipped resource centers like as ICT, Psychology, Art and craft, health and physical education, science laboratories.
- ❖ Books, journals and magazines
- ❖ Internet connection is provided to all the faculties and students on demand.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

- ❖ OHP transparency sheets.
- ❖ Related Materials for computer assisted instruction.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

Nil

5. List the journals in which the faculty members have published papers in the last five years.

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Published Research Papers of Dr. Sant Kumar Mishra:-

S.No.	Title	Magazine/Journal	Issue/Pages	Publisher
1	Coaching Padhane wale Shikshakon Ki Vyavasaikata	Vidya Megh	103, Jan. 2006, 17-21	Vidya Prakashan Mandir, Meerut.
2	Coaching Padhane wale Tatha Coaching Na Padhane Wale Shikshakon Ke Moolyon Ka Tulnatmak Addhyayan	Shiksha Chintan	18, April-June 2006, 18-23	Trimoorti Sansthan, Kanpur
3	Vishva Shanti Avam Vedic Shiksha	Pavmani	21(4),22(1)Jan.-jun. 2006, 114-123	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut
4	Ramayan Kaleen Sanskratik Paramparayen	Anushandhanam	XVII, Jan.-June2006, 81-84	C.C.S.Univ. Sanskritadhyapak Parishad Meerut
5	Bhartiy Sanskriti Ke Vikas Mein Jain Dharm Ka Yogdan	Anushandhanam	XVIII, July.-Dec. 2006, 67-72	C.C.S.Univ. Sanskritadhyapak Parishad Meerut
6	Bhartiy Samaj Mein Vanchit Vargon Ki Shiksha	Vidya Megh	Nov. 2006, 15-20	Vidya Prakashan Mandir, Meerut.
7	Bramchari Ke Bahya Parichhad	Ganganath Jha Research Journal	Jan.-Dec. 2006, 123-134	Rashtriya Sanskrit Sansthan Univ. Ganganath Jha Allahabad
8	Adhyapakon Ki Vrittik Pratibaddata Hras Ke Karan Va Nivaran	Shiksha Chintan	18, July-Sep. 2007, 21-27	Trimoorti Sansthan, Kanpur
9	Paryavaran Sanrakshan Prabandhan Avam Neetiyen	Anushandhanam	Jan.-Dec. 2008, 135-141	C.C.S.Univ. Sanskritadhyapak Parishad Meerut
10	Vedic Shiksha Paddati Avam Guru Shishya Sambandhon Ki Sarvbhaumikata	Pavmani	23(1),Jan.-Mar. 2008, 72-85	Swami Samarpananand Vadic Shodh Sansthan, Bholajhal Meerut
11	Jain Dharm Ke Panchmahavrat Paryavaran Sanrakshan Ke Mooladhar	Vidya Megh	Oct. 2009, 9-12	Vidya Prakashan Mandir, Meerut.
12	Ekisavi Shadi Mein Bharat Mein Adhyapak Shiksha	Samaj Dharma Avam Darshan	Accepted For Publication	Shri Bhuvneshwari Vidhya Pratishthan, Allahabad

Published Research Summaries of Dr. Sant Kumar Mishra:-

S.No.	Title	Magazine/Journal	Issue/Pages	Publisher
13	Shiksha Mein Aarakshan Ka Auchitya	National Seminar Souvenir	12-13 Feb. 2006	J.S. Hindu College, Amroha
14	Ramayan Mein Vedic Shiksha Vyavstha	National Seminar Souvenir	3-5 March 2006/100	Gurukul Kangri Univ. Haridwar
15	Bharat Mein Jansankhya Shiksha Ki Aavshyakata Avam Mahattva	National Seminar Souvenir	4-5 Nov. 2006/ 136	Hindu College, Moradabad
16	Shaikshik Drishti Se Vedon Ki Upadeyata	National Seminar Souvenir	4-5 Dec. 2006/ 8	J.V. Jain College, Baraut, Bhagpat
17	Ekisavi Shadi Mein Bharat Mein Adhyapak Shiksha	National Seminar Souvenir	17-18 Feb. 2007/ 14	Gulab Singh Hindu P.G. College Chandpur, Bijnor
18	Vartman Paridrashya Mein Paryavaran Shiksha Ki Mahatta	National Seminar Souvenir	1-3 March.2008/ 106-107	Hindu College, Moradabad
19	Yajurved Mein Paryavaran Chintan	Gurukul Shodh Patrika National Seminar Souvenir	20-22 Nov. 2009/ 149	Gurukul Kangri Univ. Haridwar

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20	Panchayati Raj Vyavastha Avam Prathmik Shiksha	National Seminar Souvenir	27-28 March 2009	S.S.V. College, Hapur, Ghaziabad
21	Aadhunik Shikshak Shiksha Mein Paryavaran Shiksha	National Seminar Souvenir	13-14 Nov. 2010/ 34	N.M.S.C.P.G. College, Badayun
22	Jyotirganit Ki Maulikata	International Conference Souvenir	19-21 Dec.2010/ 21	Allahabad University, Allahabad
23	Gurukul Shiksha Pranali Ki Prashangikata	National Seminar Souvenir	18-19 Feb. 2011/ 72	J.S.Hindu College, Amroha
24	Aarakshan Ki Aytihatik Prishthabhoomi	National Seminar Souvenir	27-28 Nov. 2011/ 63	M.G.M.P.G.College, Sambhal
25	Bhrashtachar Ki Samasya Ka Vedic Samadhan	National Seminar Souvenir	22 Jan. 2011/ 12	Hashmi Girls P.G. College Amroha
26	Badalate Bhartiya Samaj Mein Moolya Shiksha Ki Aavshyakata	National Seminar Souvenir	2-3 Feb.2012	Ishmael National P.G. College Meerut
27	Paryavaran Sanrakshan Ka Dayitva	National Seminar Souvenir	25-26 Feb. 2012	Gokuldas Hindu Girls P.G. College, Moradabad

Published Research Papers of Dr. Ankur Gupta:-

1	B.Ed. Trainees Ke Mansik Swasthya Per Parivarik Vatavaran Ka Prabhav	Educational Journal	July, 2012 Page 17	Muley Amuley
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Published Research Papers of Dr. Asif Ali:-

1	Dr. Zakir Hussain and National Basic Education	Educational Journal	April 2012 Page 2	Muley Amuley
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6. Give details of the awards, honors and patents received by the faculty members in last five years.

Awards & Patents of Dr. Sant Kumar Mishra:-

- **D.Phil.** Awarded by Allahabad University in 2001.
- Best Research Paper Award- D.K. Jain O.R. Institute in 43rd A.I.O.C. held in Jammu University in 2006.
- I.S.B.N. NO. 978-93-82065-87-6- For Book- Shiksha Avam Manovigyan Mein Sankhiki.
- I.S.B.N. NO. 978-93-81466-01-8- For Book- Shiksha avam Samaj.
- I.S.B.N. NO. 978-93-81466-98-8- For Book- Bharat mein Shiksha Vyavstha.
- I.S.B.N. NO. 978-93-82065-90-6- For Book- Sanskrit Shikshan.
- ❖ **Dr. Asif Ali** has been awarded with Ph.D. by M.J.P.Rohilkhand University Bareilly in 2009.
- ❖ **Dr. Ankur Gupta** has been awarded with Ph.D. by M.J.P.Rohilkhand University Bareilly in 2010.

Creations of Dr. Sant Kumar Mishra:-

1. Bhartiya Sanskriti Ke Mool Tatva- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2006

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2. Kashmiri Aitihasik Sanskrit Sahitya Ka Samaj- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2006
3. Shiksha Avam Manovigyan Mein Sankhiki- R.Lall Book Depot, Meerut, U.P.2007,
4. Shiksha Avam Samaj- R.Lall Book Depot, Meerut, U.P., 2012,Bharat Mein Shiksha Vyavastha- R.Lall Book Depot, Meerut, U.P., 2012,
5. Divya Oorja Ka Ajsra Srota Reiki- Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2012
6. Prem Ke Paryay(Kavya Sangrah) -Shubhi Prakashan, Chitrawar, Chitrakoot, U.P., 2012
7. Sanskrit Shikshan- R.Lall Book Depot, Meerut, U.P., 2012,
8. Editor- Hashmi Chintan- Annual Magazine- Hashmi Educational Group
9. Editor- Smarika- National Seminar,22January 2012, Hashmi Girls College, Amroha,U. P.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Nil

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The institution provides consultancy services to their own B.Ed. trainees only.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, our faculty members are competent enough to provide consultancy with relative to B.Ed. subjects.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

We provide free consultation along with the consultancy committee.

4. How does the institution use the revenue generated through consultancy?

Not applicable.

3.4 Extension Activities:

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach program, partnering with NGO's and GO's)

The institution organized several programs to the benefit of local community.

Self-Study Report

- ❖ Literacy awareness program for the nearby villages.
- ❖ Conducted Voter ID campaign,
- ❖ Human Rights awareness programs
- ❖ Anti Corruption Rally
- ❖ Kanya Bhroon Hatya, Pariwar Niyogan, AIDS Awareness campaign through scout/ Guide programme.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

- ❖ Our trainees are given opportunity to serve as teachers in the schools through informal Placement service of our college.
- ❖ Parents contribute to development and welfare of the institution by their constructive Suggestions.
- ❖ The local schools allow our students to undergo Internship in their schools.
- ❖ At the time of national festivals (Republic day, Independence Day, Gandhi Jayanti and Diwali) celebration community people boost our trainees.
- ❖ Community helps financially to institution by donation.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The future plans and major activities:

- ❖ Adult education.
- ❖ Computer Education to the nearby school children
- ❖ Internet facility to the community people as a community corner.
- ❖ To visit orphanages and old age homes to give programs.
- ❖ To create awareness about the traffic regulation.
- ❖ To inculcate the necessity of cleanliness and to create awareness about the environment and pollution.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Nil.

5. How does the institution develop social and citizenship values and skills among its students?

We conduct the following programs to develop social and citizenship values and skills among our students.

1. Lectures of imminent person in the morning assembly time to time.
2. Internal workshops by the faculty members.
3. Debate on the topics related to Social values and citizenship.
4. Seminars
5. Yoga and Meditation programs

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- ❖ We have link with NCTE for updating our syllabus.
- ❖ We have link with Bhartiya Manvadhikar Association to conduct Human Rights awareness programs
- ❖ We have links with Anjuman-E- taraqqi Urdu regarding the upliftment of Urdu Language among our trainees.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

- ❖ We have links with AFMI and Rotary International also.

3. How did the linkages if any contribute to the following?

1. Curriculum development : -Nil-
2. Teaching : Teacher Educators act as a resource Person for part time courses along with other institution teacher Educators.
3. Training : Refreshment classes conducted by IGNOU, at Regional level are attended by faculty members.
4. Practice teaching : -Our students are benefitted by getting jobs in schools.
5. Research : -Nil-
6. Consultancy : -Nil-
7. Extension : Health awareness, Manvadhikar, Voter ID programs are conducted.
8. Publication : -Nil-
9. Student placement : -Nil-

4. What are the linkages of the institution with the school sector? (Institute-school community networking)

- ❖ Teaching practice takes place in the public, secondary/ sr. secondary schools.
- ❖ Action research done by trainees helps to find out remedial measures for the identified problems.
- ❖ Besides teaching, the trainees are encouraged to take special coaching classes for the learners.
- ❖ communication skill is given importance and school pupils are trained in that skill.

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5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

- ❖ The presentation of practice teaching in front of school authorities and teachers.
- ❖ The permission for practice teaching is granted by the head of the concern schools.
- ❖ The duration of practice teaching concerned with the concurrence of the schools concerned.
- ❖ The trainees are monitored during practice-teaching and instructions are given by the guide teachers at schools. They are also supervised by the teacher educators regularly during practice teaching.

6. How does the faculty collaborate with school and other college or university faculty?

- ❖ School teachers are invited to our institution students for give demonstration classes.
- ❖ Head masters, professors and experienced school teachers from other institution & universities were invited to deliver his lectures through seminars and workshops organized in the institution.
- ❖ Faculty members provide consultancy to take programs.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

- ❖ Faculties were motivated to pursue Ph.D.
- ❖ Faculties were also given special leave to participate in seminar/ workshop or other extension activities.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- ❖ Action research is undertaken
- ❖ Use of L.C.D and OHPs in delivering academic activities has been made significant in recent times To stress up the value based education, the educational activities are designed in such a way that bring about physical intellectual, emotional and ethical integration of an individual. College has been successful in this aim by developing a healthy work culture and traditions through extension activities besides the literary ones, thereby encouraging a spirit of togetherness in staff and students.

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Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, we have the physical infrastructure as per NCTE norms

FACILITIES (No) CAPACITY (chairs)

Multipurpose hall/Seminar Hall	100
Class Room	60
Meeting hall	25
Psychology lab	25
Educational Technology lab	20
Physical science lab	20
Biological science lab	20
Computer cum language lab	20
Library	30
Sports room	05
Principal room	15
Staff Room (Gents & Ladies)	20
Rest room (Gents & Ladies)	20
Art & Craft room	10
Office room	10
Hostel (Ladies)	05

❖ The college has enough furniture and equipments. Every year the management allots funds for the maintenance of building.

❖ Purified drinking water is available through aqua sure. In addition there is are deep bore wells, hand pumps and submersibles in college campus to maintain uninterrupted water supply for the college and Hostel.

❖ The master plan of the college campus indicting the existing building is given in appendix.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The management distributes the budget for augmenting the infrastructure to keep pace with the academic growth.

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

Co-curricular activities:

We have provides the infrastructures facilities for co-curricular activities like scout/ Guide camp.

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Extra-curricular activities:

The institution has work experience room to train the students for extra-curricular activities including Games and Sports.

Outdoor Games:

Shuttle and badminton court

Kho-kho court

Indoor Games:

Table tennis

Carom

Chess

4. Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.

❖ Multipurpose /conference hall is used to available for the other courses running in the campus.

❖ We have our own exclusive physical infrastructure facilities for the institution.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

❖ Our institution provides purified drinking water, rest rooms and office rooms.

❖ Seperate toilets for men and women.

❖ Cleaning of ladies and gents toilets daily.

❖ Canteen facility is available and the food hygiene is monitored by the staff members.

❖ first aid facilities.

❖ Vehicle stand facility.

❖ Regular visit by doctors are done to ensure the health and hygiene of the staff and students.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, we provide the hostel facility for students capacity of 5 students.

4.2 Maintenance of Infrastructure:

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

❖ Building

❖ Laboratories

❖ Furniture

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- ❖ Equipments
- ❖ Computers

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

We monitored that all students who available in library and college campus and the students who use the computers and internet are monitored to ensure the infrastructure is optimally utilized.

3. How does the institution consider the environmental issues associated with the infrastructure?

- ❖ The problem of pollution and waste management has taken seriously by our institution.
- ❖ Our college has got number of trees and plants which are watered regularly, In this way we can reduce the emission of carbon-di-oxide.
- ❖ The clean and ventilating structures made by our college, which are cleaned by gardenors.
- ❖ The wasted and plastic bags are strictly banned by our institution.

4.3 Library as a Learning Resource:

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, the institution has a qualified librarian and sufficient technical staff to support the library.

2. What are the library resources available to the staff and students? (Number of books/volumes and titles, journals-national and international, magazines, audio visual teaching/learning resources, software, internet access, etc.).

Books : 3852

Journals : 30

Magazines : 28

CD's : 20

News papers : 8

Audio-visual teaching learning resources:

1. OHP -1
2. OHP screen -1
3. TV -1 with Disk
4. CD/DVD player -1
5. Tape recorder -1
6. Audio system – Available
7. Mike & Speaker -2

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8. Digital camera -1
9. CD's/DVD's blank -20
10. LCD Projector -1
11. Digital video recorder -1
12. Internet access –Available
13. Printer- 1

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

Yes, we have the mechanism to systematically review the various library resources through library committee. The library committee process along with four members, among them a librarian and other three are technical faculty members. Their roles and responsibilities are follows,

- ❖ To suggest for improvement of library resources.
- ❖ To suggest for provide the necessary infrastructure like books, furniture, computers, almirahs for library improvement.
- ❖ To suggest for purchase Indian & foreign journals and magazines.

4. Is your library computerized? If yes, give details.

No.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institution library has provided computer, internet and reprographic facilities during library hours (from 9 AM to 3 PM) for faculties.

6. Does the institution make use of Infflibnet/Delnet/IUC facilities? If yes, give details.

No.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is working on all college working days. The library remains open from 9 AM to 3 PM.

8. How do the staff and students come to know of the new arrivals?

By using open access system, staff and students can know about the new arrivals in library and there is a new arrival display board.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

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No

10. What are the special facilities offered by the library to the visually and physically challenged persons?

For visually challenged:

No facility.

For physically challenged:

They may use one of assistance to learned of library resources.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

- ❖ The institution has computer laboratory with internet connectivity. There are 20 computers in the laboratory 5 with LAN connection.
- ❖ Language learning CD's are used by students. Each computer has headphones with microphone.
- ❖ There is an Educational Technology laboratory. This lab consists of OHP, LCD, Radio/ tape recorders, televisions with white boards, amplifier, mikes, Digital camera and audio cassettes.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

There is an optional provision in the curriculum for imparting computer skills to all students but all the students have to develop the following skills with the help of their educators.

- ❖ Selecting an operating system and running a program.
- ❖ Open files, save, and create a file.
- ❖ Windows
- ❖ MS office like word, excel, power point
- ❖ E-mail
- ❖ Internet serfing.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

- ❖ LCD projectors, OHP, Power point presentation, computers are used to teach lessons.
- ❖ Computer Aided Design instruction materials are produced for transactional process

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4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

- ❖ The trainees make use of teaching aids such as charts, models, working models, maps during practice teaching.
- ❖ The students are apprised of Educational Objectives and Ethics before going to practice teaching.
- ❖ They prepare lesson plans based on teacher education scenario.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

- ❖ By the way of modern trends, the instructional infrastructure is optimally used.
- ❖ We don't share its facilities with other institutions & community.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The following various audio-visual facilities/materials available with the institution,

- ❖ CD's & DVD's
- ❖ Internet
- ❖ Television
- ❖ Radio/ Tape recorder
- ❖ Soft copies of materials

The student teachers are encouraged to optimally by the use of power point presentation for learning including practice teaching.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various general and methods laboratories available with the institution as follows,

- ❖ Physical science laboratory
- ❖ Biological science laboratory
- ❖ Psychology laboratory
- ❖ Educational technology laboratory (ICT Laboratory)
- ❖ Work experience room
- ❖ Arts and crafts resource centre
- ❖ Sports Room

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The management provides budgets and funds for maintenance of the equipment and other facilities.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The institution has consists multipurpose hall, workshop, Art and sports facilities.

Multipurpose hall:

The multipurpose hall is one of major hall in our institution. It is equipped with audio-visual facilities. It also carries large no of members. We have adequate furniture for seminars and meetings purpose.

Work shop:

The workshop is used to make innovative project from wasted material

Sports:

The institution carries sports facilities for the trainees. There are facilities for Badminton, Table tennis, kho-kho, weight lifting, Drill, carom and chess.

Transport:

No facility is arranged.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

No, the classrooms are not equipped for the use for the latest technologies.

4.6 Best Practices in Infrastructure and Learning Resources:

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

By using following categories,

- ❖ Computer is used by faculties for course file preparation.
- ❖ Faculties update themselves using internet.
- ❖ Power point presentation is prepared by the faculties for teaching

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

The following innovative practices related to the use of ICT's,

- ❖ Preparing CAI material
- ❖ Encouraging students to use technology

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

- ❖ The use of Modern equipments like ICT
- ❖ Best maintenance activities
- ❖ Wi fi campus
- ❖ Eco-friendly campus

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Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (student's pre-requisite knowledge and skill to advance) to completion?

- ❖ We follow the rules as per the university norms. In our academic side, the faculties conduct internal test.
- ❖ An orientation program is given to prepare the students to have a positive attitude towards teaching profession.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

- ❖ The college got feedback from the students about the campus environment.
- ❖ Every year we the people celebrate "Teachers Day" to ensure motivation, satisfaction, development and performance improvements of students.
- ❖ Each faculty members take the response as a academic counselor and continuously follow the academic performance of students.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Session	Drop- out	Reasons
2007-08	NIL	N.A.
2008-09	NIL	N.A.
2009-10	NIL	N.A.
2010-11	01	Due to Death.
2011-12	01	Due to health problem.

Institute encourages students to appear in the final examination. Academic performance is moderately good and the dropout rate is negligible.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

- ❖ We grant special leave for such students who appear any competitive examination.
- ❖ Carrier guidance is provided to the student by the faculties of concerned development.

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❖ We have no authentic information that how many students appeared/qualified in SLET, NET, Central/State services through competitive examinations.

5. What percentage of students on an average goes for further studies/chooses teaching as a career? Give details for the last three years?

The authentic information in this regards is not with us, as we are running only B.Ed. Course. But to the best of our knowledge most of the students prefer to join special B.T.C. programme to get the government job in teaching profession. In absence of government job most of the students join private schools. The tentative information is as follows-

	Year I (2009-2010)	Year II (2010-2011)	Year III (2011-2012)
Higher studies	19%	15%	Not Available.
Total Teaching	22%	80%	Not Available.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes The institution provide training to the students as per the course curriculum provided by the university.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Informal career guidance and counseling service is available.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

N.A.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, the institution has arrangements with practice teaching schools for placement of the student teachers as the institute hand over the list of the pass out students to the principals of the practice teaching schools and other schools but the college has no formal placement cell.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

N.A.

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5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programs planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

the curriculum is prescribed by the university only despite of that various extension activities are organized from time to time, which train a person in practical science to make him suitable to the society and generate in him a spirit of self-reliance. All the academic activities are planned and organized according to the annual calendar, ensuring a tight teaching schedule, and continuous evaluation through class test, assignments, quizzes etc. Organizing seminar/invited talks/workshops has helped in exposing staff and students to emerging areas and developing skills, Class room teaching is basically imparted through lecture method.

2. How is the curricular planning done differently for physically challenged students?

There is no special curricular arrangement for physically challenged students. They are included in the main stream and Encouraged to participate in every programme organized by the College..

3. Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, the institution has mentoring arrangements. It is organized by every faculty according to their teaching methods. They look after the wards problems, inside the college, inside the practicing schools and every member of the staff acts as the friend.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

By the participation in various seminars and workshops, the effectiveness of the faculty may increase in teaching and mentoring of students.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution has its own website- www.hashmitrust.com There is all informations uploaded related to N.C.T.E., Concerning University, NAAC, Institution, Students and others. The institution updates information when required.

6. Does the institution have a remedial program for academically low achievers? If yes, give details.

We have to give personal and psychological counseling, and take special classes for academicaly low achievers.

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7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

a) Advanced learners:

Advanced learners take active part in seminars and discussion. They are encouraged to work ahead of the rest by preparing advance topic related to the course.

b) Slow learners:

Slow learners take remedial teaching with additional notes is provided in extra time.

8. What are the various guidance and counseling services available to the students? Give details.

Informal career guidance and counseling service is available.

11. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Grievance Redressal Cell functions at the institution. A Proctorial system already established in which the appointed proctor remains in touch with the students and actively participate into solving their problems. In spite of that students and staff members are told to put their grievances in written format before H.O.D. or Principal. This format is kept secretly and immediate action is taken with the help of management committee of College in serious matters.

12. How is the progress of the candidates at different stages of programs monitored and advised?

- ❖ Students are monitored during micro-teaching and macro-teaching.
- ❖ Theory unit consist of two tests, 1 assignment for an academic year.
- ❖ Students are randomly asked to express their views on any topic related to the course.

13. How does the institution ensure the students' competency to begin practice teaching (Prepractice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

By the use of Micro-teaching, students can get the practice for 5 teaching skills and teacher educators present simulation lesson before going to macro teaching. In practicing school the teacher educator will carry out necessary corrections. Teacher-educators also supervise the student-teachers during practice-teaching and give the suggestions written & orals.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

President – Dr. Naushaba Parveen- Principal

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Vice-President- Mrs. Tarab Mazar- Old student
Secretary – Dr. Sant Kumar Mishra- H.O.D.
Join secretary – Mr. Manoj Patel, Office Superintendent

(ii) Give the year of the last election

2011

(iii) List Alumni Association activities of last two years.

- ❖ They share their experience in their carrier.
- ❖ They share their campus experiences with the current session trainees.
- ❖ Give ideas to improve the infrastructure in the institute.
- ❖ Give suggestions to cope up current trends in schools.

(iv) Give details of the top ten alumni occupying prominent position.

- ❖ Mrs. Shabana Parveen.
- ❖ Mrs. Rana Parveen.
- ❖ Mrs. Seema Khan
- ❖ Mrs. Rachna
- ❖ Ms. Shabanam Usmani
- ❖ Ms. Anu Chauhan
- ❖ Ms. Jyoti Yadav
- ❖ Mrs. Gufarana
- ❖ Ms. Sarika Gupta
- ❖ Ms. Neha Zaidi

(V) Give details on the contribution of alumni to the growth and development of the institution.

Our Alumni association provides necessary technical assistance to our student teachers by sharing their experiences during practice teaching session. The association members also share their experiences with the trainees for better carrier.

2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

1. Our students participated in the collegiate sports meet organized by Hashmi Girls Degree College Amroha every year and won the prizes.
2. Our students participated in the other collegiate competitions such as poster competition, Rangoli competition, Menhadi competition, Debate competition and won the prizes.
3. Our students participated in Anti Corruption Ralley organized by Hashmi Girls Degree College Amroha.
4. Our students also participated in voter campaign ralley organized by District Election Commission on
5. Our students participated in Human Rights Conference organized by Bhartiya Manvadhikar Association on 10.12.2011.

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6. Our students participated in National Conference on the topic 'Corruption in India: Reasons and Solutions' organized by Hashmi Girls Degree College Amroha on 22.01.2012
7. Our students participated in the seminar organized by District Legal Cell.
8. Our students also participated in the debate competition organized by District Election Commission on and one student won the prize.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

❖ There is student representation in the magazine committee and articles written by students are invited and the best are published in the college magazine.

❖ One of the student council members is assigned the responsibility to collect the publishing materials from the students and monitoring it with the help of a teacher educator. The best material is sent to the editorial board for publication.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

Yes, the institution has a student council. It consists of 10 office bearers. At the beginning of the academic year, election is conducted for the post of office-bearers such as President, Vice President, Secretary and 2 class representatives. All of them are assigned different types of duties through committees such as- discipline committee, grievance committee, publication committee, co-curricular committee, practice teaching committee,

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Student council: Conducting meetings, co-operating in the conduct of Co-curricular and curricular activities and extension Activities.

Representation of Students in library advisory committee: give suggestions about the good books and other library materials.

Representation of Students in anti ragging cell: advice the students not to involve in any anti social activity.

Representation of Students publication committee: collect the publication material from the students, monitor it and help the editorial board in proof reading.

Representation of Students in NAAC steering committee: help to improve the quality of the college.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the

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preparation of the program and the growth and development of the institution?

During the session and at the end of every academic year the institution gets students feedback about the academic program and the extension activities as well as feedback about educators and curriculum. Confidential feedback of the students is regularly taken by the H.O.D. which evaluates the teachers to improve the teaching learning process. Necessary actions are taken as a result of students feedback and suggestion through change in the style of teaching.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

- ❖ We conduct daily prayer,
- ❖ Every friday every student have to perform an extra co-curricular activity.
- ❖ Guest lectures, Seminars, Group discussion, Random expression of views on any topic is organised.
- ❖ On all national festival days the national flag is hoisted,
- ❖ Notable personalities are invited to give lectures on social issues and human values.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institutions' stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Objectives of the institution:

1. To produce sincere and dedicated teachers to teach at higher secondary level.
2. To produce teachers equipped with ICT and others skills for efficient teaching as well as learning.
3. To prepare the students for implement their innovative techniques and ideas with proper training at secondary and higher secondary.
4. To motivate the students for solving their problems related to education with the help of research process.

Vision:

To be a center of excellence in imparting teacher education, to compute globally and raise the socio-economic standard of the nation.

Mission:

To bestow eminent teacher education, to ignite students with an urge for research and development attitude with the aim to inculcate the habit of independent and innovative teaching to make the students an asset to our nation and be a part of its pride and heritage. To uphold and promote the ethical values and principles of morality.

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Values:

The values of the institution are incorporated in the college motto “Education for Enlightenment”. The students and parents are apprised of the mission, vision and objectives in the orientation. The staff and public are constantly reminded of the mission and vision because they are displayed in the college premises. The institution is committed to provide quality education and training to all our students equipping them to excel as teachers and teacher educators to cater to the changing and challenging needs of society, ensuring continual improvement of its standards and performance by learning thoroughly.

2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations?

Yes, the missions include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations.

3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The management directs the affairs of the College and is fully committed and devoted to the processing of the teaching learning programmes. Proper guidance and motivation is provided by the management committee and completely exercises general superintendence and control over the effective and efficient transaction of the teaching learning process. composition of various committees is as follows-

1. Admission Committee:

Chair person : Dr. Sant kumar Mishra, H.O.D.- B.Ed. College

Members : 1.Dr. Ankur Gupta- assistant professor

2. Mr. Manoj Patel- O.S. B.Ed. College

2. Grievance Redressal Cell:

Chair person : Dr. Naushaba Parveen, principal

Members : 1.Dr. Sant kumar Mishra, H.O.D.- B.Ed. College

2. Mrs.Neelam Rastogi- Assistant professor

3. Student representatives both Hashmi Girls Degree College & B.Ed. College

3. Library Committee:

Chair person : Dr. Naushaba Parveen, Principal

Members : 1.Dr. Sant kumar Mishra, H.O.D.- B.Ed. College

2. Dr. Asif Ali - assistant professor

3. Librarian- Dr. Sadaf Fatma

4. Scholarship Committee:

Chair person : Dr. Naushaba Parveen, Principal

Members : 1.Mr.Anurag Yadav- assistant professor

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2. Mr. Manoj Patel- O.S.- B.Ed. College

5. Infrastructure Committee:

Chair person: Dr. Naushaba Parveen, Principal

Members: Project Engineer

6. Extension Activities Committee:

Chair person: Dr. Naushaba Parveen, Principal

Members: 1. Dr. Sant Kumar Mishra, H.O.D.- B.Ed. College

2. Mr. Yogendra Kumar- Assistant professor

3. Mr. Dal Chand- Assistant professor

4. Mr. Manoj Patel- O.S.

7. Practice Teaching Committee:

Chair person : Dr. Sant kumar Mishra, H.O.D.- B.Ed. College

Members : 1. Mr. Anurag Yadav- Assistant Professor

2. Dr. Ankur Gupta- Assistant Professor

3. Mr. Manoj Patel – O.S.

4. Student council representatives- 2

8. Women Cell :

Chair person: Dr. Naushaba Parveen, Principal

Members: 1. Dr. Neelam Rastogi

2. Dr. Husan Bano

3. Dr. Rizwana Kulsum

4. Mrs. Geeta Devi

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The institution has arranged regular meetings, which are conducted by the principal/ H.O.D. to plan various academic activities of the college for the purpose of smooth functioning of the college.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Management getting feedback from the students and staff for reviewing the activities of the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The management monitors the complaints/suggestions received from the Staff/Faculties/ Students and take immediate steps to eradicate the barriers which we feel against achieving the vision/mission and goals.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Self-Study Report

Our institution is running with the help of democratic way. Principal/H.O.D. share his ideas/suggestions to staff members. If any change/modification, it is done after discussion in the council meetings.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The principal and Head Of Department takes the role of leadership of the head of the institution, conducts regular staff council meetings to monitor the performance of the faculties and utilization of resources for the preparation of students.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

❖ There are different committees are running by the institution for management of different institutional activities.

❖ The committees are admission committee, library advisory committee, scholarship committee, plan and evaluation committee, infrastructure committee, practice teaching committee, examination/awards committee, student guidance committee, budget committee, student welfare committee, appeal and grievance committee and extension activities committee.

❖ The decisions of the above committees are recorded in the minutes of meeting.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The organizational structure of the Institution is as per the provisions of the Bye-laws of the University. The same is shown below:

The powers and functions of the functionaries of the Institution are enumerated in The Bye-laws, Statutes and Administration Manual. Board of Management, Academic Council, Finance Committee are the authorities. The Manager, the Principal, Head of Department, Office Superintendent, Accountant, Proctors and Librarian are Officers of the Institution. The Authorities and the Officers are assisted by a number of functionaries And other supporting staff.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration is decentralized as per the Organization Structure.

Self-Study Report

Function:

The Management Committee is empowered to monitor the activities of the College such as admission, appointment of teaching and non-teaching staff, Construction of the buildings, providing infrastructure and their maintenance, Starting of new courses, administrative matters, and financial aspects and so on.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

❖ By the way of teaching lessons in practice teaching schools for evaluating the students.

❖ In order to improve and plan the quality of educational provisions, we have to get the feedback/suggestions from employees, students and alumni association.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, we get feedback from the employees, students and alumni association. The necessary actions taken if any possible suggestions. Drinking water facility, phone facility, suggestion box facility and Internet facility have been added after received the feedback from the students.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

❖ The Principal/ H.O.D. convenes the meetings of the staff members to be presided by Manager of college society at least twice a year to discuss the calendar of events, academic Schedule, regulations, syllabus, examinations, Implementation of NCTE/UGC/Govt./University schemes, divisional initiatives, students related issues, Administration and finance issues.

❖ The decisions of the meeting will be taken to the respective statutory bodies and authorities for implementation. The authorities meet the staff members representing various functional committees.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

No

Self-Study Report

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution provides resources from both human and financial for accomplishment and sustaining the changes resulting from the actions plans.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The resources are allocated by the management to support the implementation of the mission and goals, planned and obtained.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

- ❖ The procedure of academic plan is developed in staff council.
- ❖ Principal and Head of Department approach the schools. The school teachers act as guide teachers to the trainees.
- ❖ The necessary corrections in the teaching of the trainees. The faculty gives necessary training in the skills and monitor trainees.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

- ❖ The academic planning is done in the staff council based on the respective objectives.
- ❖ The decisions are informed to the employees. Duties are allotted to the individual employee.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

We monitored, evaluated and revised the vision, mission and implementation plans every year in the staff council meeting.

7. How does the institution plan and deploy the new technology?

- ❖ The institution has to know about the latest technology with the help of Inernet, seminars, conferences, magazines, books and media.
- ❖ The staff begins to use the technology and students are also encouraged to use new technology.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

- ❖ The needs of the faculty and staff are observed with the self appraisal report/personal appraisal report during the beginning of the academic year.
- ❖ After that, the necessary guidance is given for their progress.

Self-Study Report

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

❖ Through the Personal Appraisal Reports and the Evaluation Reports of the Head of Department, the Institution appraises the performance of the teaching staff. The teaching/non-teaching staff is encouraged to pursue higher studies or attend advanced administrative/academic training programs if the reports of the Supervising Officers so desire. This helps in up-gradation of their skills, teaching methodologies involving ICT enabled methods.

❖ The performance of the non-teaching staff is appraised by the Institution based on the reports of the Head of Department or the other authority. The non-teaching staff is encouraged to pursue higher studies or attend advanced administrative training programs. This helps in up-gradation of their administrative and management skills involving ICT enabled methods.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- ❖ CPF
- ❖ Free accommodation
- ❖ Free health check-up
- ❖ Free Internet facility.

4. Has the institution conducted any staff development program for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

No.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff are,

- ❖ The institution provides health benefits and flexible academic conditions.
- ❖ The institution has a recruitment policy and salary structure.

6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Self-Study Report

❖ The criteria for employing part-time/Adhoc faculty are appointed on need basis against the emergency situations and on hourly basis with pre-determined workloads.

❖ The institution did not provide the benefits enjoyed by the regular faculties to part-time/Adhoc faculty.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The management encourages our faculties to conduct research, to publish books, attend seminars/conferences/workshops, take membership of local, national, international professional associations etc.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

❖ A well maintained and self sufficient staff rooms are provided,

❖ Rest room is provided with purified drinking water,

❖ Smooth and peaceful environment,

❖ Internet facility is provided.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

❖ Faculty and other stakeholders can seek any information through our website- www.hashmitrust.com or can contact principal/ H.O.D.

❖ The major mechanism to seek information & make complaints is provided suggestion box/ college E-mail collegehashmi@gmail.com / written complaint to principal/ H.O.D.

❖ The complaints are received and responded immediately.

❖ After that, the problem is solved by the management with special care.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The various workload policies and practices with UGC norms follow,

❖ Teaching hours

❖ Supervision hours

❖ Tutorial hours

❖ Co-curricular activities

❖ Extracurricular activities

❖ Extension activities

Self-Study Report

- ❖ Examination Duties
- ❖ Other work given by concern University/ college authorities.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the institution has mechanism to reward and motivate staff members. The Staff members who did the extra-ordinary work are praised by the college management in a gathering of students and faculties.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

No, we didn't get financial support from the government.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

Year	Donation amount (Rs.)
2009-10	9,21,138
2010-11	2,13,504
2011-12	18,035

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

No, the operational budget of the institution is not adequate to cover the day-to-day expenses. We met deficit with the help of mother body financial support and donation received from society.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Fee, Loan and Donation are the budgetary resources to fulfill the missions and offer quality programs.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts are audited regularly. The details of income expenditure statement have attached in the series of annexure.

6. Has the institution computerized its finance management systems? If yes, give details.

Yes, we have provided computerized system for finance management and all accounts are maintained with the procedure of tally.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The following best practices in governance and leadership are significant by the Hashmi Girls college of Education,

- ❖ To maintain the standard and quality of education.
- ❖ Remedial classes are conducted for poor/needy students.
- ❖ Basic computer training is made available to all interested students.
- ❖ Teachers are aware of the tradition of the institution.
- ❖ Internet facility is given to all interested students.
- ❖ An Internal Quality Assurance cell has been established.

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has been established Internal Quality Assurance Cell (IQAC), which is established on 16.08.2011.

Chair person : Dr. Naushaba Parveen, Principal

Teacher Members :

1. Dr. Asif Ali
2. Dr. Ankur Gupta
3. Dr. Avneesh Yadav
4. Dr. Pooja Tyagi
5. Dr. Shazar Uddin
6. Dr. Mohd. Saleem
7. Mr. Manoj Patel- Non teaching Member

Nominees from Management-

8. Dr. Siraj Uddin Hashmi
9. Mr. Imran Ahmad

Nominees from Local community-

10. Mirza Nafeesh Ahmad
11. Hakeem Taj Uddin Hashmi

Co-ordinator :

12. Dr. Sant Kumar Mishra- H.O.D.-B.Ed. Dept.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

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The goal and objective of the institution is to train students to become efficient teachers. Along with university examination results feedback is obtained from the following members to evaluate the fulfillment of goals and objectives:

- ❖ Heads of practice teaching schools
- ❖ Academic peers
- ❖ IQAC
- ❖ Alumni
- ❖ Students
- ❖ Employers

3. How does the institution ensure the quality of its academic programs?

The institution ensure the quality of its academic programs with the help of continuous assessments, class tests, model exams, counseling sessions, feedbacks received from Students/Faculties.

4. How does the institution ensure the quality of its administration and financial management processes?

By getting the guidance from the manager, the institution can ensure the quality of its administration and financial management process.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution can identify and share good practices with various constituents of the institution from the feedback reports. We have a performance appraisal system, whereby the institution encourage and share with the faculties about the good practices identified.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum exposures the theory and practical are given to the students.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

A separate unit on individual differences, children with special needs and the gifted children are included in the core papers and optional papers.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

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- ❖ Students are participated various activities like social interaction, active engagement in learning and self-motivation with eagerly.
- ❖ Students take the role of citizenship camp, eco-awareness programs, tours, field trips, scout/guide camp, human rights and voter ID campaigns.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- ❖ Student teachers are used to do practice teaching in such a schools where the children are from the most diverse backgrounds and exceptionalities.
- ❖ Student teachers receive practical training and solution for various problems during practice teaching through action research.

5. How does the institution address to the special needs of the physically challenged and differently-able students enrolled in the institution?

- ❖ There is no different teaching to physically challenged students.
- ❖ Integrated education is given to the physically challenged and differently able students enrolled in the institution.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

- ❖ Gender sensitive issues are handled by women cell and similar bodies.
- ❖ Social awareness programs are arranged for the students.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders,

- ❖ Students are participated in academic programs as far as learning and evaluation activities are concerned.
- ❖ Meetings of alumni forums are arranged formally. Their opinion and feedback are taken in to consideration in all academic transactions.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

By using,

- ❖ Distribution of work to student council,
- ❖ Staff council meetings,
- ❖ IQAC.

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3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

❖ We have a system to collect feedback from students on teaching. Teacher's performance, and feedback on curriculum.

❖ We discuss the analysis of the above feedbacks to improve the quality of academic programs and bring out the corrective action plan for implementation in the forthcoming academic year.

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Brief Note on teacher education scenario

The College, under the aegis of Hashmi Human Resources Development Society, Amroha, started B.Ed. course in 2007. The college is offering programmes in Teacher Education (B. Ed.) under self finance scheme with intake of 100 students. It is permanently recognized by the NCTE to run B.Ed. programme in education vide its letter No. **F.N.R.C./NCTE/F-7/10249 & 29-12-2006**. It is also permanently affiliated to Mahatama Jyotiba Phoole Rohilkhand University, Bareilly, Uttar Pradesh vide its letter no. **Sattar-2-2008-2(37)/2001 T.C.II dated 20 October 2008**. The college is recognized under section **2(F)** of the UGC Act 1956, vide letter no- **F.8-247/2006(CPP-I) 21 March 2007** and this college is also recognized under section **12(B)** of the UGC Act 1956, vide letter no- **F.No.8-247/2006(CPP-I/C) 8th Nov. 2012**. The mission of the college is to inculcate the value based teaching learning in the student teachers through the academic training, the subject knowledge along with the extension activities for overall development of the trainees. The College own 1.136 acres of land and have construction of more than 1693.76 sq.mtr area on that land. This construction comprises Instructional area, Teaching Practice wing, Administrative block, Hostel blocks separately for girls and staff. The college has a teaching faculty of eight teachers including the Head, Department of Education. There are seven male and one female teachers. Non-teaching supporting staff comprises nine while technical assistants are six. The college follows the curriculum, programmes and activities prescribed by Mahatama Jyotiba Phoole Rohilkhand University, Bareilly, Uttar Pradesh. Theory and practice teaching is done as per the University norms. The Feedback is obtained from teachers, students, heads and teachers of practicing schools. The total working days are 231 days and teaching days of the session are 210 which include 35 days of teaching practice. Each student has to teach 40 lessons compulsorily. The curriculum of the B.Ed. department is designed by the affiliating University and adopted by the college in to. The college follows the centralized admission policy. The State Government has conducted a common entrance test and prepared a merit list. After that they conduct counseling and allot the 50 students to the college. Remaining 50 students have been admitted in management quata amonge the candidates appeared in the common entrance test on the basis of merit. The information about the college and its vision, mission, goals and objectives shall be incorporated in college Website- www.hashmitrust.com . After getting the allotment letter from the counseling centre, candidates take the admission

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in the college and their records are verified for admission in the college. The student's knowledge in their respective subject is assessed by the teaching faculty through written and oral tests. one sessional test and 05 assignments in 4 compulsory and 1 optional paper are given to every student to evaluate their knowledge and skills. Student teachers are engaged in active learning throughout the year. They are busy with curricular, co-curricular and extra-curricular programmes. Practice teaching keeps them busy in active learning. Every student teacher has to give 20 lessons each in both the methodologies. Teacher educators make use of ICT in demonstration lessons and encourage students to use it in their practice-teaching lessons. Evaluation of student performance is done continuously through sessional test and assignments. Internal practical work assessment is done throughout the year through charts, models and other activities. Out of the eight teachers including the Head of Education Department-- three are having Ph.D., Four have M. Ed. and one has M.A. Education as the highest qualification. one is also NET qualified. The college helps the teachers in pursuing research in education and permits the teachers to attend Seminars and Workshops. The pupil teachers use the hostel facilities of the college and also use the library and reading room of the college.

The Student support and progression of any teaching department depends on the strength of the system efficiency developed within the department in terms of percentage of students successfully qualifying the examination. The result of last five years is progressive and it is about 100%. Students of SC/ST category get the scholarship under norms of State Government. Cass fee support is also given to economically weaker students. The Department has also developed a feedback mechanism. The feedback received orally from the old students as well as students of the current session on currucular and faculty. On the basis of feedback corrective steps and appropriate measures are taken. Faculty members provide guidance to the students for better adjustment and also in solving day to day problems. In the recreational facilities the college has the provision for indoor & outdoor games and different cultural activities. All the faculty members are recruited by the college management through the properly constituted selection committee and approved by the concern university. The management always helps and guide for quality improvement.